



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #23**

District ID **33-23-00-01-0000**

Superintendent **DONALD CONYERS**

Telephone **(718) 240-3677**

Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 View School Accountability Status.

This section lists all schools in your district by 2010–11 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2007-08	2008-09	2009-10
Pre-K	461	425	437
Kindergarten	848	802	900
Grade 1	1091	963	1010
Grade 2	1061	932	972
Grade 3	1046	923	965
Grade 4	998	879	995
Grade 5	991	899	907
Grade 6	1200	1226	1239
Ungraded Elementary	731	731	92
Grade 7	1274	1187	1343
Grade 8	1291	1233	1300
Grade 9	546	544	544
Grade 10	454	614	601
Grade 11	301	362	528
Grade 12	287	311	385
Ungraded Secondary	450	510	35
Total K-12	12569	12116	11816

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	22	22	24
Grade 8			
English	23	26	26
Mathematics	25	28	28
Science	22	28	24
Social Studies	24	27	24
Grade 10			
English	28	30	29
Mathematics	26	24	27
Science	28	27	28
Social Studies	29	28	31

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District NEW YORK CITY GEOGRAPHIC DISTRICT #23

District ID 33-23-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	9796	78%	9123	75%	9482	80%
Reduced-Price Lunch	777	6%	837	7%	631	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	470	4%	439	4%	430	4%
Racial/Ethnic Origin						
American Indian or Alaska Native	61	0%	51	0%	57	0%
Black or African American	10205	81%	9867	81%	9569	81%
Hispanic or Latino	2139	17%	2018	17%	1988	17%
Asian or Native Hawaiian/Other Pacific Islander	94	1%	94	1%	114	1%
White	70	1%	86	1%	88	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate				0%		0%
Student Suspensions	642	5%	629	5%	809	7%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	979	942	883
Percent with No Valid Teaching Certificate	4%	2%	3%
Percent Teaching Out of Certification	13%	11%	11%
Percent with Fewer Than Three Years of Experience	18%	18%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	25%	29%	34%
Total Number of Core Classes	1597	1744	1865
Percent Not Taught by Highly Qualified Teachers in This District	13%	10%	11%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	2023	2159	2319
Percent Taught by Teachers Without Appropriate Certification	14%	12%	13%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience		29%	26%
Turnover Rate of All Teachers		20%	17%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	0	0	0
Total Paraprofessionals*	0	0	0
Assistant Principals	0	0	0
Principals	0	0	0

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irts/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irts/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

■ A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2010–11)

 **Good Standing**

ELA  Good Standing

Science  Good Standing

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09

2009–10

2010–11

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities			—			—
Limited English Proficient			—	—	—	—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	 2 of 8	 7 of 8	 1 of 1	 0 of 5	 0 of 5	 0 of 1

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---|--|
| Good Standing  |  Good Standing |
| Improvement (Year 1)  |  Requiring Academic Progress (Year 1) |
| Improvement (Year 2)  |  Requiring Academic Progress (Year 2) |
| Improvement (Year 3)  |  Requiring Academic Progress (Year 3) |
| Improvement (Year 4)  |  Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above)  |  Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)  Good Standing

Accountability Measures 2 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (7198:6565)			99%		148	154	154 119
Ethnicity							
American Indian or Alaska Native (28:22)	—	—	—	—	—	—	—
Black or African American (5777:5337)			99%		148	154	154 119
Hispanic or Latino (1266:1099)			99%		144	152	152 116
Asian or Native Hawaiian/Other Pacific Islander (76:68)			100%		179	143	
White (46:35)			98%		157	139	
Multiracial (5:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1637:1434)			98%		114	152	122 80
Limited English Proficient (320:310)			99%		130	149	141 97
Economically Disadvantaged (6871:6263)			99%		148	154	154 119
Final AYP Determination	 2 of 8						
Non-Accountability Groups							
Female (3488:3202)			99%		154	153	
Male (3710:3363)			99%		142	153	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)  Good Standing

Accountability Measures 7 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (7194:6576)			99%		165	134	
Ethnicity							
American Indian or Alaska Native (28:22)	—	—	—	—	—	—	—
Black or African American (5771:5333)			99%		165	134	
Hispanic or Latino (1267:1114)			99%		162	132	
Asian or Native Hawaiian/Other Pacific Islander (76:68)			100%		185	123	
White (46:35)			98%		154	119	
Multiracial (6:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (1637:1427)			98%		124	132	128 91
Limited English Proficient (319:326)			99%		148	129	
Economically Disadvantaged (6865:6272)			99%		165	134	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (3488:3203)			99%		168	133	
Male (3706:3373)			99%		162	133	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (2441:2181)		Qualified		96%		146	100	
Ethnicity								
American Indian or Alaska Native (11:10)	—	—	—	—	—	—	—	—
Black or African American (1953:1766)		Qualified		96%		146	100	
Hispanic or Latino (433:371)		Qualified		96%		141	100	
Asian or Native Hawaiian/Other Pacific Islander (23:21)	—	—	—	—	—	—	—	—
White (20:12)	—	—	—	—	—	—	—	—
Multiracial (1:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (577:475)		Qualified		91%		119	100	
Limited English Proficient (123:116)		Qualified		98%		116	100	
Economically Disadvantaged (2327:2080)		Qualified		96%		146	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (1188:1067)				97%		146	100	
Male (1253:1114)				95%		146	100	
Migrant (0:0)								

Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts

Accountability Status for This Subject (2010–11)  Good Standing

Accountability Measures 0 of 5 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (538:621)			97%		125	173	138 [‡] 133
Ethnicity							
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—
Black or African American (433:503)			97%		125	172	139 [‡] 133
Hispanic or Latino (88:103)			98%		119	167	138 [‡] 127
Asian or Native Hawaiian/Other Pacific Islander (6:4)	—	—	—	—	—	—	—
White (7:6)	—	—	—	—	—	—	—
Multiracial (3:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (113:114)			95%		69	167	100 [‡] 82
Limited English Proficient (15:24)	—	—	—	—	—	—	—
Economically Disadvantaged (434:507)			98%		131	172	144 [‡] 138
Final AYP Determination	 0 of 5						
Non-Accountability Groups							
Female (300:356)			98%		135	171	
Male (238:265)			95%		112	170	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 0 of 5 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (538:621)			99%		134	169	144‡	141
Ethnicity								
American Indian or Alaska Native (1:2)	—	—	—	—	—	—	—	—
Black or African American (433:503)			99%		133	168	143‡	140
Hispanic or Latino (88:103)			100%		136	163	155‡	142
Asian or Native Hawaiian/Other Pacific Islander (6:4)	—	—	—	—	—	—	—	—
White (7:6)	—	—	—	—	—	—	—	—
Multiracial (3:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (71:114)			100%		99	163	102‡	109
Limited English Proficient (15:24)	—	—	—	—	—	—	—	—
Economically Disadvantaged (434:507)			100%		140	168	148‡	146
Final AYP Determination	 0 of 5							
Non-Accountability Groups								
Female (300:356)			100%		138	167		
Male (238:265)			99%		128	166		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (610)			46%	80%	66%	53%
Ethnicity						
American Indian or Alaska Native (2)		—	—	—		
Black or African American (494)			46%	80%	66%	53%
Hispanic or Latino (107)			44%	80%	66%	51%
Asian or Native Hawaiian/Other Pacific Islander (2)		—	—	—		
White (5)		—	—	—		
Multiracial (0)						
Other Groups						
Students with Disabilities (104)			16%	80%	32%	29%
Limited English Proficient (10)		—	—	—		
Economically Disadvantaged (435)			49%	80%	67%	55%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (326)			52%	80%		
Male (284)			38%	80%		
Migrant (0)						

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **57%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

21 schools identified 78% of total

ASPIRATIONS DIPLOMA PLUS HIGH SCHOOL
BROOKLYN COLLEGIATE-A COLLEGE BOARD SCHOOL
EAGLE ACADEMY FOR YOUNG MEN II
FREDERICK DOUGLAS ACADEMY VII
GENERAL D CHAPPIE JAMES ELEMENTARY SCHOOL OF SCIENCE
GENERAL D CHAPPIE JAMES MIDDLE SCHOOL OF SCIENCE
IS 392
KNOWLEDGE AND POWER PREP ACADEMY V
METROPOLITAN DIPLOMA PLUS HIGH SCHOOL
MOTT HALL IV
PS 156 WAVERLY
PS 178 SAINT CLAIR MCKELWAY
PS 184 NEWPORT
PS 298 DR BETTY SHABAZZ
PS 327 DR ROSE B ENGLISH
PS 332 CHARLES H HOUSTON SCHOOL
PS 41 FRANCIS WHITE
PS 73 THOMAS S BOYLAND
PS/IS 137 RACHAEL JEAN MITCHELL
PS/IS 323
TEACHERS PREPERATORY HIGH SCHOOL

Improvement (year 1) Comprehensive

2 schools identified 7% of total

BROOKLYN DEMOCRACY ACADEMY
PS 165 IDA R POSNER

Improvement (year 2) Comprehensive

1 school identified 4% of total

PS 150 CHRISTOPHER

Corrective Action (year 1) Focused

1 school identified 4% of total

PS/IS 155 NICHOLAS HERKIMER

Corrective Action (year 1) Comprehensive

1 school identified 4% of total

PS 284 LEW WALLACE

Restructuring (advanced) Comprehensive

1 school identified 4% of total

EBC/ENY HIGH SCHOOL FOR PUBLIC SAFETY

4 Overview of District Performance

District **NEW YORK CITY GEOGRAPHIC DISTRICT #23**

District ID **33-23-00-01-0000**

Summary of 2009–10 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	31%			1006
Grade 4	29%			1047
Grade 5	27%			937
Grade 6	30%			1280
Grade 7	28%			1341
Grade 8	26%			1280
Mathematics				
Grade 3	30%			1013
Grade 4	33%			1056
Grade 5	35%			947
Grade 6	41%			1282
Grade 7	36%			1357
Grade 8	30%			1289
Science				
Grade 4	71%			1036
Grade 8	40%			1211

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	51%			724
Mathematics	49%			724

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 652	*Range: 643-780	662-780	694-780			
2009 Mean Score: 651						
Number of Tested Students:	706	923	309	562	58	44

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1006	70%	31%	6%	1063	87%	53%	4%
Female	489	77%	35%	7%	508	91%	61%	5%
Male	517	64%	27%	4%	555	83%	45%	4%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	798	70%	30%	5%	841	88%	54%	5%
Hispanic or Latino	183	68%	31%	7%	200	79%	48%	3%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	36%	21%	7	100%	71%	0%
White	5	60%	60%	40%	7	100%	43%	14%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	6	83%	33%	17%	8	88%	63%	0%
General-Education Students	793	81%	37%	7%	828	94%	62%	5%
Students with Disabilities	213	31%	8%	0%	235	61%	20%	0%
English Proficient	959	71%	31%	6%	1004	88%	54%	4%
Limited English Proficient	47	60%	23%	9%	59	73%	39%	0%
Economically Disadvantaged	973	70%	30%	6%	970	87%	52%	4%
Not Disadvantaged	33	88%	39%	6%	93	89%	57%	5%
Migrant								
Not Migrant	1006	70%	31%	6%	1063	87%	53%	4%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

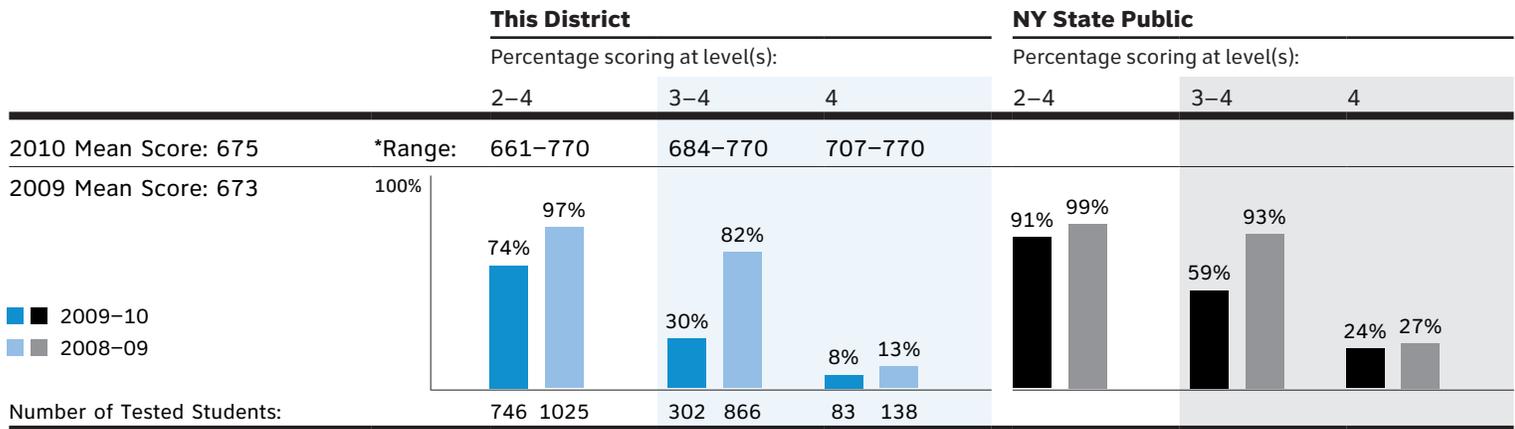
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	33	31	27	19	28	22	21	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	8	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1013	74%	30%	8%	1061	97%	82%	13%
Female	490	75%	31%	10%	504	98%	83%	15%
Male	523	72%	29%	7%	557	96%	80%	11%
American Indian or Alaska Native	5	-	-	-	7	-	-	-
Black or African American	796	73%	29%	7%	841	96%	83%	12%
Hispanic or Latino	191	75%	30%	10%	196	98%	76%	16%
Asian or Native Hawaiian/Other Pacific Islander	14	71%	43%	14%	8	100%	100%	25%
White	5	60%	60%	40%	8	100%	100%	25%
Multiracial	2	-	-	-	1	-	-	-
Small Group Totals	7	71%	57%	0%	8	100%	63%	13%
General-Education Students	802	80%	34%	10%	829	98%	88%	16%
Students with Disabilities	211	48%	13%	1%	232	91%	58%	4%
English Proficient	959	74%	30%	8%	999	96%	82%	13%
Limited English Proficient	54	59%	24%	6%	62	98%	73%	18%
Economically Disadvantaged	979	74%	29%	8%	965	96%	81%	13%
Not Disadvantaged	34	76%	41%	15%	96	99%	86%	15%
Migrant								
Not Migrant	1013	74%	30%	8%	1061	97%	82%	13%

NOTES

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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	33	33	27	16	28	26	23	19

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 654	*Range: 637-775	668-775	720-775			
2009 Mean Score: 648						
Number of Tested Students:	817	924	300	523	12	15

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1047	78%	29%	1%	1013	91%	52%	1%
Female	508	83%	35%	1%	506	95%	57%	2%
Male	539	73%	22%	1%	507	87%	46%	1%
American Indian or Alaska Native	6	-	-	-	7	100%	14%	0%
Black or African American	832	79%	28%	1%	819	92%	52%	2%
Hispanic or Latino	190	73%	28%	1%	174	87%	51%	1%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	56%	0%	3	-	-	-
White	9	89%	33%	0%	7	100%	43%	0%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	7	100%	14%	0%	6	100%	50%	0%
General-Education Students	793	85%	35%	2%	781	98%	61%	2%
Students with Disabilities	254	55%	10%	0%	232	69%	20%	0%
English Proficient	989	79%	29%	1%	973	92%	53%	2%
Limited English Proficient	58	57%	16%	0%	40	83%	30%	0%
Economically Disadvantaged	1023	78%	29%	1%	919	91%	51%	1%
Not Disadvantaged	24	88%	29%	4%	94	90%	55%	5%
Migrant								
Not Migrant	1047	78%	29%	1%	1013	91%	52%	1%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

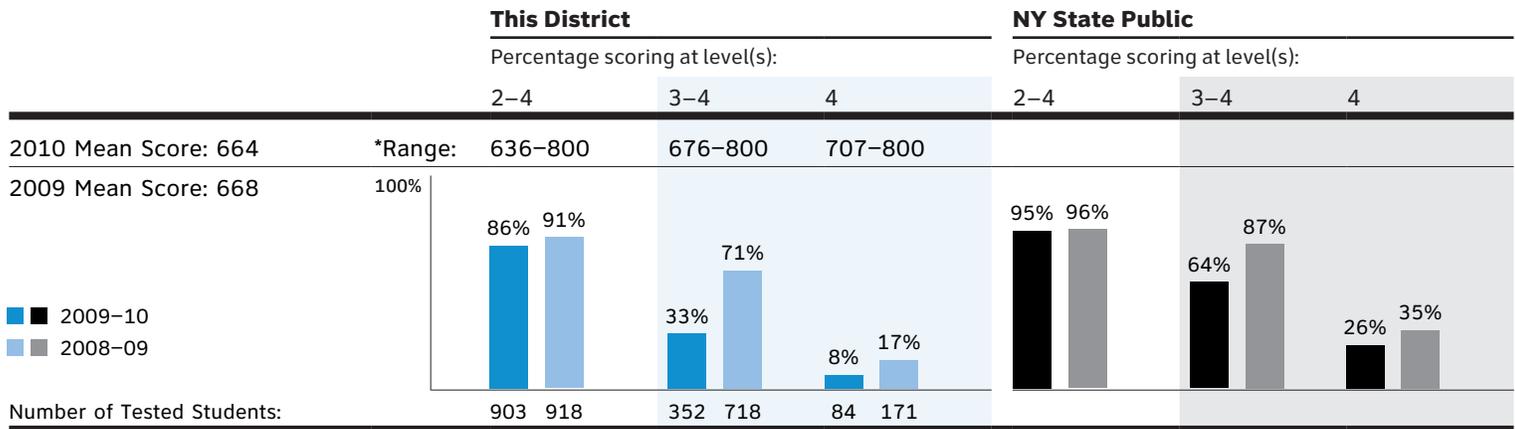
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	41	37	31	27	34	33	25	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	10	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1056	86%	33%	8%	1013	91%	71%	17%
Female	511	87%	35%	8%	504	92%	72%	20%
Male	545	84%	32%	8%	509	89%	70%	14%
American Indian or Alaska Native	6	-	-	-	6	100%	83%	17%
Black or African American	830	87%	32%	8%	819	90%	70%	16%
Hispanic or Latino	201	80%	37%	8%	177	93%	74%	21%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	33%	2	-	-	-
White	9	89%	33%	11%	6	83%	67%	0%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	7	71%	14%	0%	5	80%	80%	40%
General-Education Students	802	91%	39%	10%	781	96%	79%	20%
Students with Disabilities	254	67%	15%	2%	232	72%	44%	5%
English Proficient	988	86%	34%	8%	969	91%	71%	17%
Limited English Proficient	68	76%	22%	4%	44	86%	61%	7%
Economically Disadvantaged	1032	85%	33%	8%	918	91%	70%	16%
Not Disadvantaged	24	96%	42%	4%	95	87%	77%	21%
Migrant								
Not Migrant	1056	86%	33%	8%	1013	91%	71%	17%

NOTES

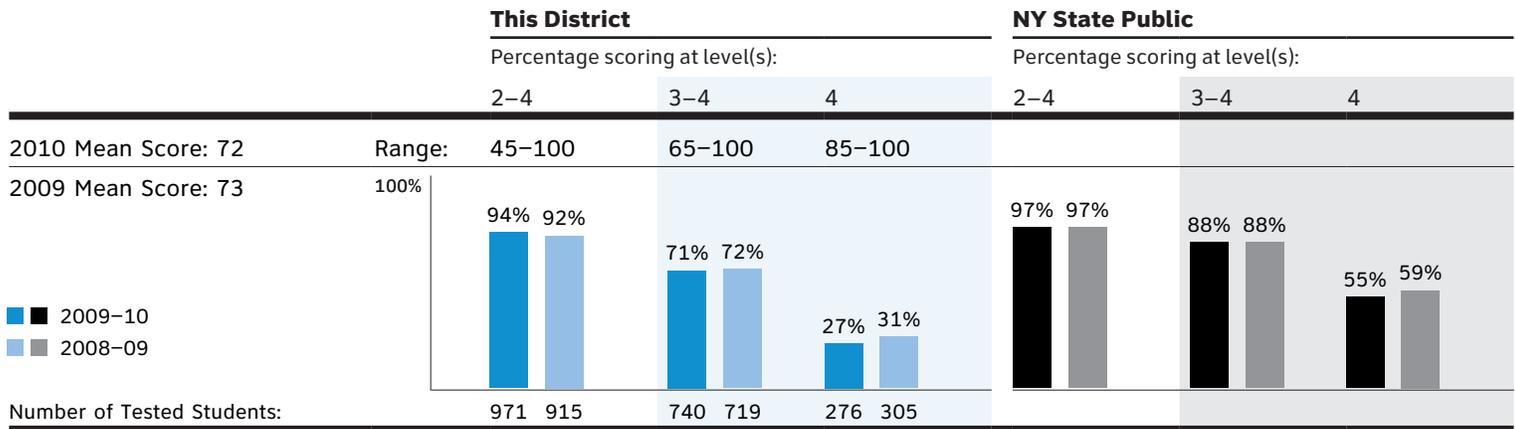
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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	41	40	35	22	35	34	30	17

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1036	94%	71%	27%	997	92%	72%	31%
Female	510	95%	75%	29%	499	93%	73%	33%
Male	526	93%	68%	24%	498	91%	71%	28%
American Indian or Alaska Native	6	-	-	-	5	100%	100%	0%
Black or African American	815	94%	73%	26%	805	92%	72%	31%
Hispanic or Latino	196	93%	66%	29%	177	90%	72%	28%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	67%	2	-	-	-
White	9	89%	78%	33%	5	100%	100%	80%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	7	100%	43%	14%	5	100%	60%	40%
General-Education Students	796	97%	77%	32%	778	96%	79%	37%
Students with Disabilities	240	83%	53%	10%	219	79%	46%	8%
English Proficient	969	94%	73%	27%	953	92%	73%	32%
Limited English Proficient	67	84%	49%	16%	44	86%	61%	9%
Economically Disadvantaged	1012	94%	71%	26%	902	92%	72%	30%
Not Disadvantaged	24	100%	88%	33%	95	93%	77%	37%
Migrant								
Not Migrant	1036	94%	71%	27%	997	92%	72%	31%

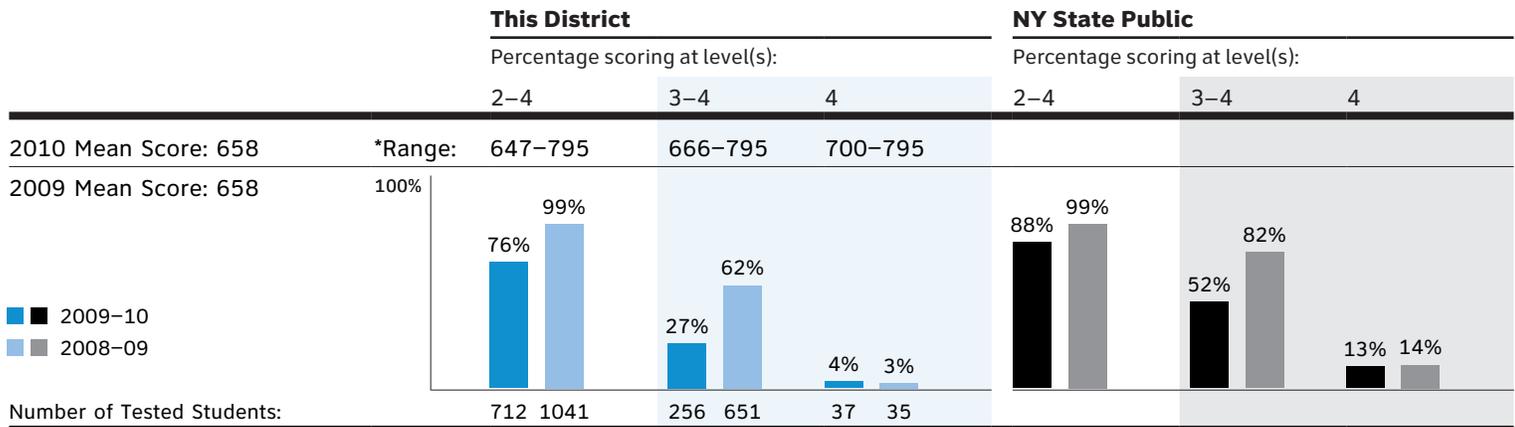
NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	40	40	36	32	33	30	30	26

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	937	76%	27%	4%	1054	99%	62%	3%
Female	462	80%	33%	6%	512	99%	66%	4%
Male	475	72%	21%	2%	542	99%	57%	2%
American Indian or Alaska Native	4	-	-	-	5	100%	40%	0%
Black or African American	748	76%	26%	4%	839	99%	63%	3%
Hispanic or Latino	171	77%	32%	4%	198	98%	58%	4%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	33%	7	100%	100%	0%
White	3	-	-	-	5	100%	20%	0%
Multiracial	2	-	-	-				
Small Group Totals	9	78%	0%	0%				
General-Education Students	712	84%	33%	5%	813	100%	70%	4%
Students with Disabilities	225	49%	11%	1%	241	95%	33%	1%
English Proficient	905	76%	28%	4%	1003	99%	63%	3%
Limited English Proficient	32	69%	16%	0%	51	96%	31%	0%
Economically Disadvantaged	913	76%	27%	4%	955	99%	62%	3%
Not Disadvantaged	24	75%	33%	8%	99	99%	62%	4%
Migrant								
Not Migrant	937	76%	27%	4%	1054	99%	62%	3%

NOTES

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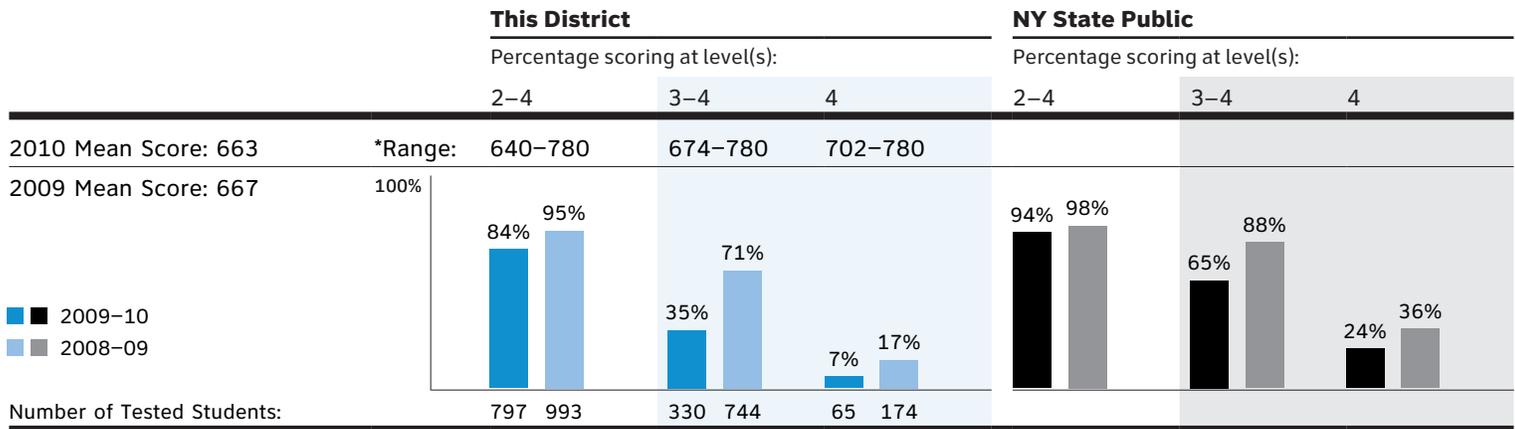
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	35	33	33	26	29	26	20	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	947	84%	35%	7%	1050	95%	71%	17%
Female	467	88%	40%	8%	512	96%	75%	19%
Male	480	81%	30%	6%	538	93%	67%	14%
American Indian or Alaska Native	5	80%	40%	0%	5	100%	60%	0%
Black or African American	749	85%	33%	6%	831	94%	71%	16%
Hispanic or Latino	178	81%	38%	7%	200	95%	71%	19%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	70%	60%	9	100%	89%	44%
White	3	-	-	-	5	80%	40%	0%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	80%	0%				
General-Education Students	720	90%	42%	9%	813	98%	79%	21%
Students with Disabilities	227	66%	14%	1%	237	82%	43%	1%
English Proficient	905	85%	35%	7%	996	95%	71%	17%
Limited English Proficient	42	69%	21%	0%	54	91%	61%	4%
Economically Disadvantaged	921	84%	35%	7%	950	95%	71%	16%
Not Disadvantaged	26	92%	35%	0%	100	92%	70%	20%
Migrant								
Not Migrant	947	84%	35%	7%	1050	95%	71%	17%

NOTES

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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	35	33	33	26	29	28	22	13

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 654	*Range: 644-785	662-785	694-785			
2009 Mean Score: 658						
Number of Tested Students:	1030	1351	389 922	8	35	

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1280	80%	30%	1%	1352	100%	68%	3%
Female	618	85%	35%	1%	690	100%	74%	3%
Male	662	77%	26%	0%	662	100%	62%	2%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	1051	82%	30%	1%	1128	100%	69%	2%
Hispanic or Latino	205	72%	30%	0%	210	100%	66%	3%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	54%	8%	6	-	-	-
White	7	-	-	-	6	100%	50%	0%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	11	73%	18%	0%	8	100%	88%	25%
General-Education Students	1051	88%	36%	1%	1097	100%	77%	3%
Students with Disabilities	229	46%	6%	0%	255	100%	31%	0%
English Proficient	1236	82%	31%	1%	1317	100%	69%	3%
Limited English Proficient	44	48%	7%	0%	35	97%	23%	0%
Economically Disadvantaged	1217	80%	30%	1%	1224	100%	67%	3%
Not Disadvantaged	63	84%	30%	0%	128	100%	79%	2%
Migrant								
Not Migrant	1280	80%	30%	1%	1352	100%	68%	3%

NOTES

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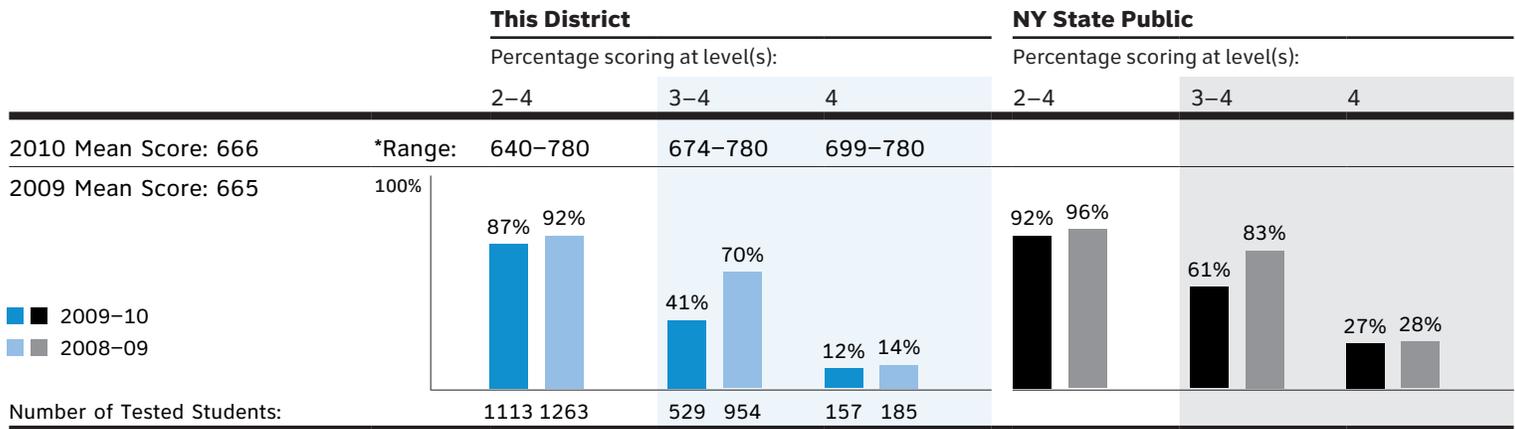
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	34	34	31	23	19	19	17	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1282	87%	41%	12%	1369	92%	70%	14%
Female	621	90%	44%	14%	688	94%	73%	14%
Male	661	84%	39%	10%	681	91%	67%	14%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	1053	87%	42%	12%	1139	92%	69%	13%
Hispanic or Latino	205	84%	38%	14%	215	91%	70%	15%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	77%	31%	7	100%	86%	29%
White	7	-	-	-	6	-	-	-
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	11	73%	18%	0%	8	100%	88%	13%
General-Education Students	1056	93%	48%	14%	1112	97%	78%	16%
Students with Disabilities	226	58%	10%	2%	257	70%	34%	4%
English Proficient	1236	88%	42%	13%	1326	93%	71%	14%
Limited English Proficient	46	63%	13%	2%	43	74%	42%	5%
Economically Disadvantaged	1219	87%	41%	13%	1237	92%	69%	14%
Not Disadvantaged	63	81%	43%	3%	132	95%	75%	13%
Migrant								
Not Migrant	1282	87%	41%	12%	1369	92%	70%	14%

NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	35	33	30	21	19	19	16	11

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 655	*Range: 642-790	664-790	698-790			
2009 Mean Score: 657						
Number of Tested Students:	1100	1315	375	884	31	23

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1341	82%	28%	2%	1321	100%	67%	2%
Female	676	87%	34%	2%	638	100%	73%	2%
Male	665	77%	22%	2%	683	99%	62%	1%
American Indian or Alaska Native	2	-	-	-	5	-	-	-
Black or African American	1094	82%	29%	2%	1092	100%	68%	1%
Hispanic or Latino	224	80%	23%	2%	204	100%	59%	2%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	29%	14%	12	100%	100%	17%
White	6	-	-	-	6	100%	100%	0%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	9	78%	33%	11%	7	100%	86%	0%
General-Education Students	1091	89%	34%	3%	1081	100%	75%	2%
Students with Disabilities	250	53%	3%	0%	240	98%	28%	0%
English Proficient	1305	83%	29%	2%	1278	100%	68%	2%
Limited English Proficient	36	50%	3%	0%	43	98%	35%	0%
Economically Disadvantaged	1267	82%	28%	2%	1190	100%	66%	2%
Not Disadvantaged	74	84%	23%	3%	131	99%	76%	3%
Migrant								
Not Migrant	1341	82%	28%	2%	1321	100%	67%	2%

NOTES

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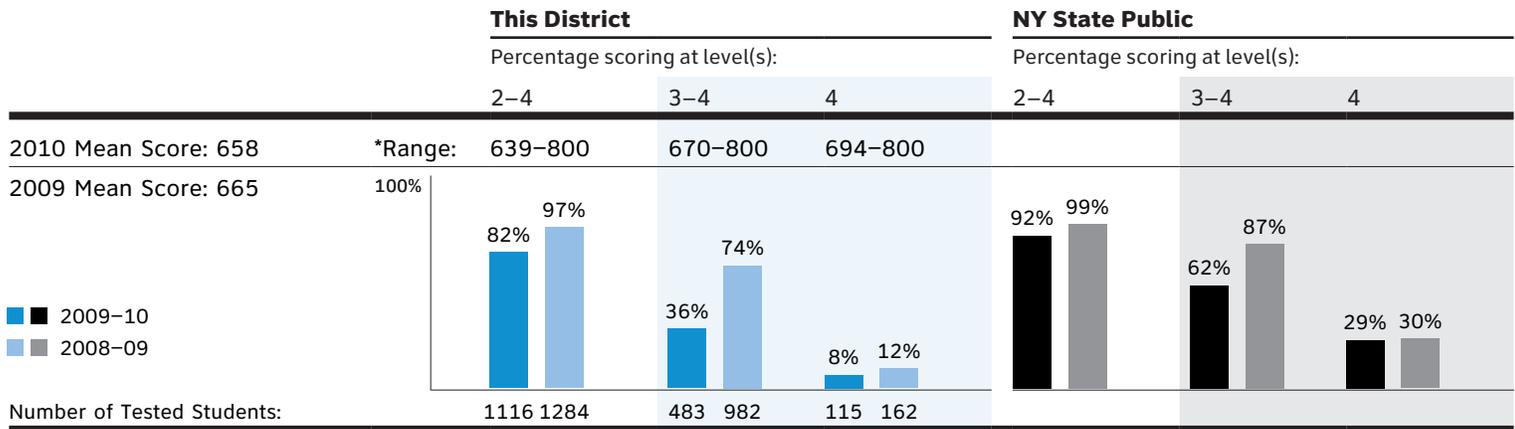
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	19	19	18	15	30	27	26	19
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	10	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1357	82%	36%	8%	1325	97%	74%	12%
Female	681	81%	36%	9%	639	98%	77%	13%
Male	676	83%	35%	8%	686	96%	72%	11%
American Indian or Alaska Native	3	-	-	-	5	-	-	-
Black or African American	1099	83%	35%	8%	1094	97%	75%	12%
Hispanic or Latino	233	79%	39%	11%	206	95%	68%	12%
Asian or Native Hawaiian/Other Pacific Islander	15	80%	60%	20%	12	100%	100%	67%
White	6	-	-	-	6	100%	83%	17%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	10	100%	40%	10%	7	100%	57%	14%
General-Education Students	1106	89%	42%	10%	1087	99%	82%	15%
Students with Disabilities	251	53%	10%	0%	238	86%	37%	1%
English Proficient	1311	83%	36%	9%	1275	97%	75%	13%
Limited English Proficient	46	52%	22%	2%	50	84%	48%	2%
Economically Disadvantaged	1281	82%	35%	9%	1194	97%	74%	12%
Not Disadvantaged	76	84%	39%	4%	131	97%	78%	18%
Migrant								
Not Migrant	1357	82%	36%	8%	1325	97%	74%	12%

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	19	18	18	12	29	25	23	16

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 645	*Range: 627-790	658-790	699-790			
2009 Mean Score: 649						
Number of Tested Students:	1068	1338	339	672	24	14

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1280	83%	26%	2%	1368	98%	49%	1%
Female	637	86%	32%	3%	667	99%	57%	1%
Male	643	81%	21%	1%	701	97%	42%	1%
American Indian or Alaska Native	5	60%	20%	20%	4	-	-	-
Black or African American	1046	84%	26%	2%	1137	98%	49%	1%
Hispanic or Latino	209	80%	25%	1%	204	98%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	7%	14	100%	86%	0%
White	6	100%	17%	0%	8	88%	38%	13%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	5	100%	60%	0%	5	100%	60%	0%
General-Education Students	1045	90%	31%	2%	1131	99%	57%	1%
Students with Disabilities	235	53%	4%	0%	237	90%	13%	0%
English Proficient	1240	85%	27%	2%	1334	98%	50%	1%
Limited English Proficient	40	43%	3%	0%	34	94%	15%	0%
Economically Disadvantaged	1202	83%	27%	2%	1215	98%	48%	1%
Not Disadvantaged	78	85%	26%	0%	153	99%	57%	1%
Migrant								
Not Migrant	1280	83%	26%	2%	1368	98%	49%	1%

NOTES

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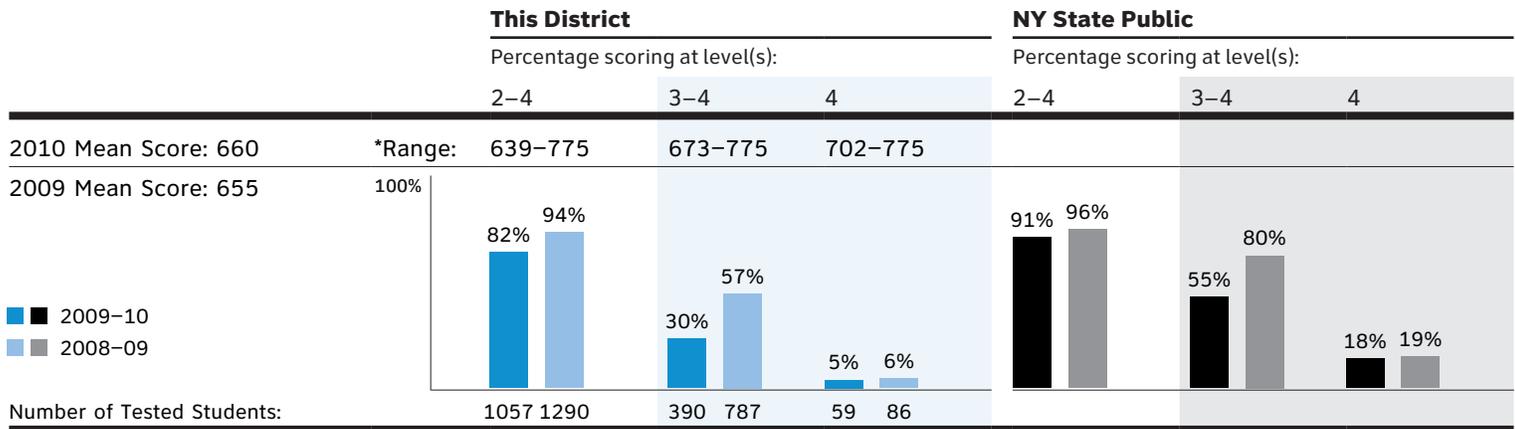
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	33	32	31	29	36	36	34	25
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	9	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1289	82%	30%	5%	1378	94%	57%	6%
Female	640	86%	34%	5%	678	95%	61%	7%
Male	649	78%	27%	4%	700	93%	53%	6%
American Indian or Alaska Native	5	100%	20%	0%	4	-	-	-
Black or African American	1047	83%	29%	4%	1143	94%	56%	6%
Hispanic or Latino	217	75%	31%	2%	207	91%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	86%	43%	15	100%	93%	20%
White	6	100%	33%	17%	8	88%	63%	13%
Multiracial					1	-	-	-
Small Group Totals					5	100%	80%	0%
General-Education Students	1053	89%	35%	6%	1139	98%	65%	7%
Students with Disabilities	236	51%	7%	0%	239	74%	18%	0%
English Proficient	1239	83%	31%	5%	1337	94%	58%	6%
Limited English Proficient	50	48%	6%	0%	41	78%	34%	0%
Economically Disadvantaged	1210	82%	30%	5%	1222	93%	56%	6%
Not Disadvantaged	79	77%	34%	0%	156	95%	63%	9%
Migrant								
Not Migrant	1289	82%	30%	5%	1378	94%	57%	6%

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	33	31	30	18	37	34	29	18

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

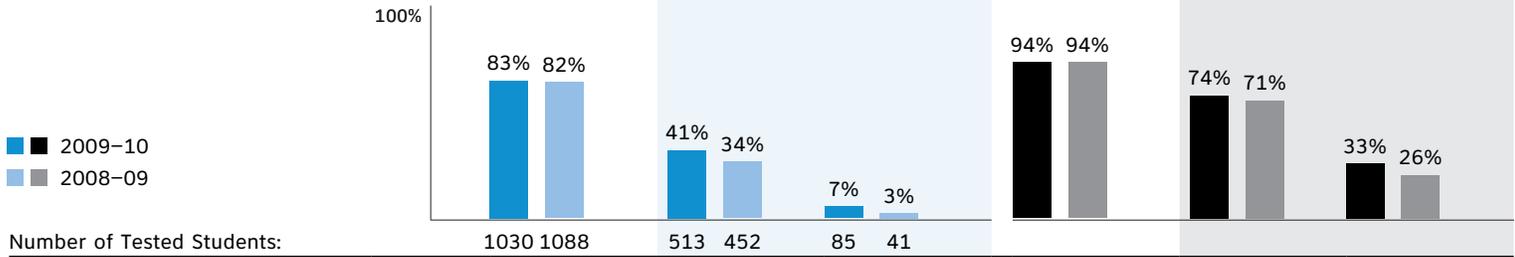
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	1211	83%	40%	7%	1303	81%	33%	3%
Female	605	83%	39%	6%	649	85%	33%	3%
Male	606	82%	42%	7%	654	78%	33%	4%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	987	83%	42%	7%	1076	81%	32%	3%
Hispanic or Latino	201	79%	31%	5%	198	81%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	79%	36%	16	88%	56%	19%
White	5	-	-	-	8	100%	38%	13%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	9	89%	44%	11%	5	100%	60%	20%
General-Education Students	999	88%	46%	8%	1080	88%	38%	4%
Students with Disabilities	212	59%	12%	0%	223	52%	9%	0%
English Proficient	1162	84%	42%	7%	1261	82%	34%	3%
Limited English Proficient	49	53%	6%	0%	42	64%	14%	0%
Economically Disadvantaged	1133	83%	40%	7%	1153	81%	33%	3%
Not Disadvantaged	78	83%	40%	8%	150	88%	33%	3%
Migrant								
Not Migrant	1211	83%	40%	7%	1303	81%	33%	3%

NOTES

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Other Assessments

2009-10 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	32	31	30	27	35	31	27	22
Regents Science	29	29	25	2	28	27	20	0

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

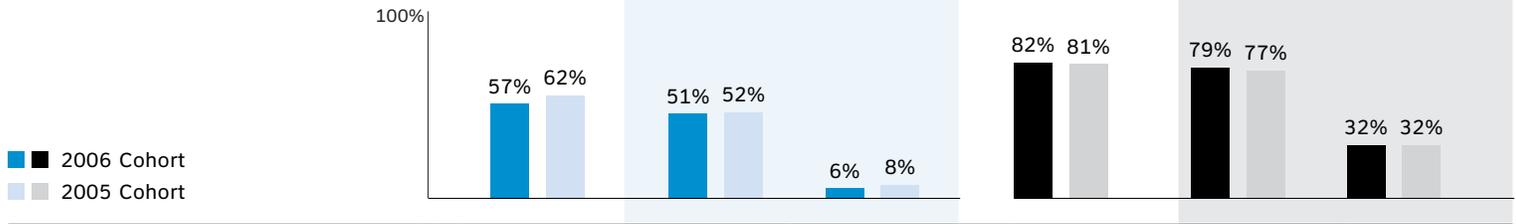
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	724	57%	51%	6%	600	62%	52%	8%
Female	400	65%	58%	8%	325	69%	60%	9%
Male	324	49%	44%	3%	275	53%	43%	5%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	591	58%	51%	6%	485	62%	54%	8%
Hispanic or Latino	117	56%	51%	6%	106	59%	49%	8%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	7	43%	43%	0%	5	-	-	-
Multiracial	3	-	-	-				
Small Group Totals	9	89%	89%	11%	9	44%	22%	0%
General-Education Students	579	66%	61%	7%	499	70%	61%	9%
Students with Disabilities	145	22%	14%	1%	101	22%	12%	1%
English Proficient	698	58%	53%	6%	590	63%	53%	8%
Limited English Proficient	26	31%	19%	0%	10	10%	10%	0%
Economically Disadvantaged	582	62%	55%	7%	431	65%	55%	9%
Not Disadvantaged	142	37%	35%	2%	169	54%	45%	4%
Migrant								
Not Migrant	724	57%	51%	6%	600	62%	52%	8%

NOTES

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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

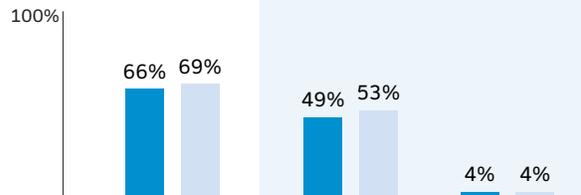
** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4 3-4 4

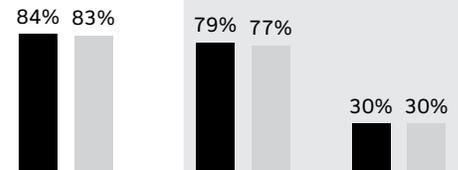


■ 2006 Cohort
■ 2005 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2006 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2005 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	724	66%	49%	4%	600	69%	53%	4%
Female	400	72%	54%	5%	325	77%	58%	3%
Male	324	58%	44%	2%	275	59%	47%	5%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	591	66%	49%	4%	485	68%	52%	4%
Hispanic or Latino	117	64%	50%	2%	106	72%	58%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	2	-	-	-
White	7	71%	43%	14%	5	-	-	-
Multiracial	3	-	-	-				
Small Group Totals	9	89%	78%	11%	9	67%	22%	0%
General-Education Students	579	74%	58%	4%	499	77%	62%	5%
Students with Disabilities	145	33%	14%	1%	101	26%	9%	0%
English Proficient	698	67%	51%	4%	590	69%	54%	4%
Limited English Proficient	26	35%	12%	0%	10	20%	0%	0%
Economically Disadvantaged	582	69%	54%	4%	431	70%	54%	5%
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Migrant								
Not Migrant	724	66%	49%	4%	600	69%	53%	4%

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